YOU FOR YOUTH

Social and Emotional Learning

September 21-24, 2020

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YOU FOR YOUTH

Planning Successful SEL Activities

Social and Emotional Learning

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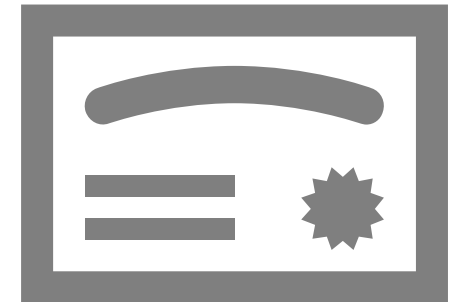
Certificates

Will be provided for each day of the series and emailed to you within one week.

Assessing Organizational Readiness

Structuring for Social and Emotional Learning

Planning Successful SEL Activities

Ensuring Continued Success

1 p.m. ET

Today's Documents

Documents and Links

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New Topic   Post Reply

22 September 2020 03:46 PM   #1

David McConnell
MODERATOR

★★

Total Posts: 44
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PM

Day 3: Planning Successful SEL Activities

Need to register for tomorrow's session? https://y4y.ed.gov/webinars/

Classroom management resources: https://y4y.ed.gov/tools/classroom-management-resources

Building student/educator relationships questionnaire: https://y4y.ed.gov/tools/building-student-educator-relationships-questionnaire

Ice Breaker Activities: https://y4y.ed.gov/tools/ice-breaker-activities

Cristal & Mariel: https://www.youtube.com/watch?v=xzBWbWBQ7r4&list=UU3NjnfjmtW6OwHlfyuYmtYw&index=67

Spark Program: https://sparkprogram.org/

Mindful Schools: https://www.mindfulschools.org/free-online-mindfulness-class-for-kids/

Practice Frameworks for Social and Emotional Learning: https://y4y.ed.gov/tools/practice-frameworks-for-social-and-emotional-learning

Kid Grit: https://www.kid-grit.com/

CASEL: https://casel.org/

Delivery Methods for Social and Emotional Learning: https://y4y.ed.gov/tools/delivery-methods-for-social-and-emotional-learning

Quote   Edit   Move

Objectives

- Design a program environment that supports social emotional learning

- Intentionally design activities that meet student needs

- Identify Y4Y resources and tools to support social emotional learning

Steps to Social & Emotional Learning

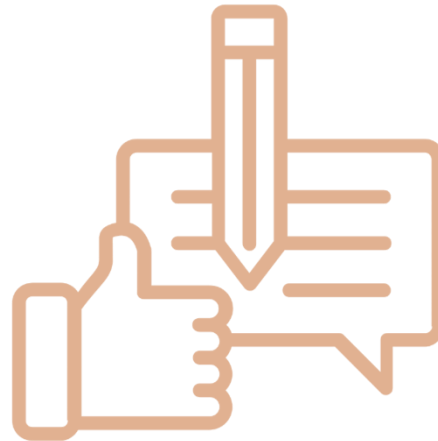# Steps to Social & Emotional Learning

1. Assess Organizational Readiness → 2. Build Your Program Team → 3. Conduct a Needs Assessment → 4. Create SMART Goals

5. Plan Logistics → 6. Set the SEL Environment → 7. Intentional Design Activities → 8. Recruit and Prepare High-Quality Staff

9. Implement a Continuous Improvement → 10. Celebrate

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Set the Stage

YOU FOR YOUTH

1. Show an interest in getting to know each student.

Break the Ice	Get Personal	Show You Care

Connect With Students as Individuals

- Talk to students' school-day teachers.

- Conduct home visits.

- Ask about favorite (and not-so-favorite) things.

- Share your favorite (and not-so-favorite) things.

- Create a safe environment for discussion.

Steps to Building Relationships

YOU FOR YOUTH

1. **Show an interest in getting to know each student.**

Break the Ice	Get Personal	Show You Care

2. **Listen to students and honor their interests and talents.**

Choice Boards	Active Listening

YOU FOR YOUTH

Ask students for their ideas and opinions

Assign classroom roles

Steps to Building Relationships

1. Show an interest in getting to know each student.

| Break the Ice | Get Personal | Show You Care |

2. Listen to students and honor their interests and talents.

| Choice Boards | Active Listening |

3. Encourage students to interact positively with one another.

| Looks Like/ Sounds Like | Practice |

YOU FOR YOUTH

What strategies do you use to encourage positive relationships between children in your program?

Steps to Building Relationships

1. Show an interest in getting to know each student.

| Break the Ice | Get Personal | Show You Care |

2. Listen to students and honor their interests and talents.

| Choice Boards | Active Listening |

3. Encourage students to interact positively with one another.

| Looks Like/ Sounds Like | Practice |

4. Be patient and consistent.

| Model | Norms |

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Looks Like/Sounds Like	Practice

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Model	Norms

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Tools and Resources

You for Youth | **Positive Learning Environment**   1

Classroom Management Resources

Classroom Management Reso...
https://www.weareteachers.com/classroom-manage...

Effective classroom management goes a long way toward crea...
environment. These resources, compiled by WeAreTeachers, ...
help you devise goals, routines and expectations to build a clas...
feel comfortable and supported.

15 Awesome Classroom Management Books
This list offers online reviews of 15 books, many of which focu...
to encourage improved student behavior and communication. ...
practical ideas and strategies that will help build positive lear...

Classroom Management Anchor Charts
Anchor charts contribute to a positive learning environment b...
and expectations. This article shares 10 examples of creative a...
field. You can also find photos and a free, downloadable PDF tl...
the charts.

Procedures and Routines
When you establish clear procedures, you empower students ...
situations, thereby creating a calm, cooperative learning envir...
procedures that were recommended through the WeAreTeach...
include using hand signals, setting timers for transitions and g...

Tips for Building a Strong Classroom Community
When students work together and feel a sense of belonging, th...
disruptive behavior. This article offers 10 tips for creating a se...
create a classroom constitution, arrange desks to enable coop...
jobs.

Classroom Goals Calendar
This downloadable September classroom goals calendar offer...
kindness and positive behavior. Examples include "be willing ...
you feel" and "don't be afraid to ask questions."

You for Youth | **Positive Learning Environment**   1

Ice Breaker Activities

Creating a positive learning environment starts on the first day of your progr...
relationships with students helps to lay the foundation. Icebreaker activities...
to know each other and begin to feel comfortable. Here are some ideas for ic...
sure to get students laughing!

"Find Someone Who…" Bingo
Create Bingo cards that include a different experience in each box, such as "h...
been to the ocean" and "has eaten chocolate ice cream." Players find someon...
description, then ask the person's name and write it in the box. Including pr...
students in this activity can help everyone relax.

Two Truths and a Lie
Give every student an index card and ask them to write down two truths and ...
themselves. This activity works best between students who don't know each ...
them accordingly. Students take turns sharing the three statements and havi...
which are true and which is a lie. To follow up, you can ask students to share ...
truths.

Name Game
Start by having students stand in a circle. Have a student begin by saying the ...
by an adjective, animal or a gesture. Then, all the other students must repeat ...
student did. As you move around the circle, students must repeat the current ...
followed by all of the previous students' names. Once everyone has had a tur...
to share everyone's introduction, starting with their own. Students will laugh...
learning one another's names.

Snowball Fight
Have students write at least two facts about themselves on a piece of paper. ...
gather in a circle. Tell students to crumple up their sheets of paper and throv...
middle of the circle. Then, each student should pick up a new paper and take...
out loud. When someone recognizes their facts, they should raise their hand ...
what they wrote.

House of Cards
Place students in small groups and have them discuss their likes and dislikes...
stack of index cards and have them write something they have in common or ...
group build a tower as the cards are completed. Challenge groups to see wh...
things they have in common to build the tallest tower.

You for Youth | **Positive Learning Environment**   1

Building Student/Educator Relationships Questionnaire

Use this questionnaire to help you get to know your students better. Adapt questions to fit your
program needs. Use the responses to capitalize on students' individual interests and to help build
positive relationships throughout your program.

Name_____   Age_____   Grade_____

1. List three positive words (attributes) that describe you.

2. What do you love to do when you're not in school?

3. What's your favorite TV show? Movie? Book? Song?

4. Name some foods you like to eat.

5. Think about your favorite teachers. List three things that describe your favorite teachers.

Strategies for Setting Up Students for Success

- Mentorship/Internships

- Entrepreneurships

- Youth Employment

SPARK Career Exploration

- Organization is a necessary skill at work and at school.

- Jobs require you to be on time.

- Mentors can provide students a hands-on experience at their company and access to a professional network.

- Students can also be exposed to a variety of potential careers.

Best Practice?

Situation:

Jamal gets easily frustrated with other participants and sometimes walks out of the room when others get too loud.

Facilitator Response:

Andres, the activity facilitator, speaks quietly with Jamal to find out what is wrong. Andres helps Jamal plan to cope with noise.

yes

no

Best Practice?

Situation:

Ryan is leading a tae kwon do class in the out-of-school time program. Two children start arguing and kicking each other.

Facilitator Response:

Ryan gets frustrated with their behavior after she asked them to stop, and they ignored her. Ryan told them to sit down and did not let them participate in the activity.

yes

no

Trauma-Informed Practice

reflects and understands the impact of trauma on child development, ways to minimize its effects and a commitment to avoid causing additional trauma

Positive Youth Development

Supports positive outcomes for young people by fostering the 5 C's that underlie all social and emotional learning:

- Competence
- Confidence
- Connection
- Character
- Caring

Mindfulness Development

Practices that increase a person's ability to focus on the present moment rather than past or future events. This focus prevents unhelpful thoughts and feelings from taking over. This strategy shows promise for improving executive function skills, such as the ability to monitor and regulate one's focus.

Andres notices one student Jamal flinch each time the buzzer signals a transition between activities. Andres tries different signals until he finds that turning the lights off for three seconds, then turning them back on, seems to work for everyone without startling Jamal.

Kyra creates caring rituals by greeting every second-grader by name and giving a special handshake that the student selected or created. She also encourages students to learn each other's names and handshakes.
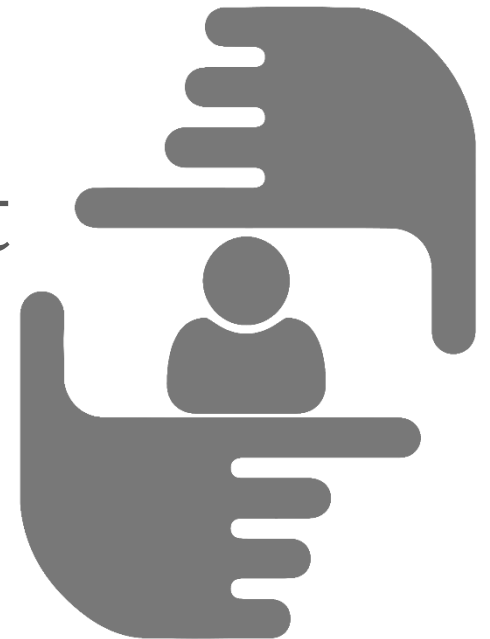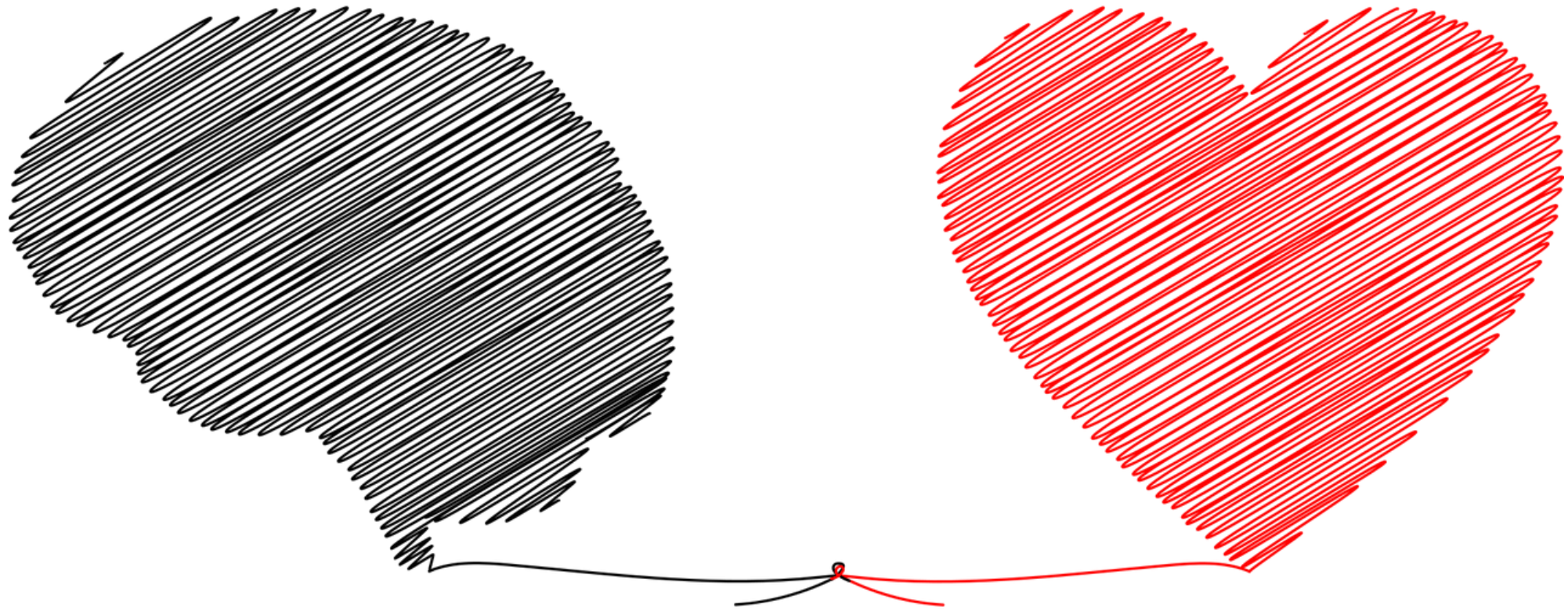
Kendra and Evan are practicing together during tae kwon do. Kendra gets distracted, thinking about all her homework.

Kendra tells Evan she needs a break. They pause and Kendra takes three deep breaths to clear her mind. When they start practicing again, Kendra focuses on the activity.

Mindfulness for Students

Mindful Schools

About Us   Educator Training   School Support   <u>Resources</u>   Login   Donate

FREE

Mindfulness Class for Kids!

Mindful Schools ONLINE   as seen on CNN

Practice Frameworks for Social and Emotional Learning

As you incorporate practices specific to social and emotional learning, it's helpful to know about three practice frameworks: trauma-informed practice, mindfulness development and positive youth development. These frameworks are like special lenses that can help you see a variety of ways to meet student needs and develop their social and emotional skills. Review the definitions and examples below with your team. Then brainstorm ways to implement each framework into your program.

Framework	Trauma-Informed Practice	Mindfulness Development	Positive Youth Development
	Trauma-informed practice reflects an understanding of the impact of trauma on child development and ways to minimize its effects, and a commitment to avoid causing additional trauma.	Mindfulness development includes practices that increase a person's ability to focus on the present moment rather than past or future events. This focus prevents unhelpful thoughts and feelings from taking over.	Positive youth development supports positive outcomes for young people by fostering the 5 C's that underlie all social and emotional learning:

SEL Frameworks

Coronavirus and SEL Resources

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CASEL CARES: SEL Resources During COVID-19. LEARN MORE

CASEL

CASEL CARES I
Connecting the SEL

Resources

KNOWLEDGE IS POWER

THE KID-GRIT PANDEMIC CRISIS GUIDE

Wellness for Students, Educators & Families

AN INITIAL GUIDE TO
LEVERAGING THE
POWER OF
SOCIAL AND
EMOTIONAL
LEARNING
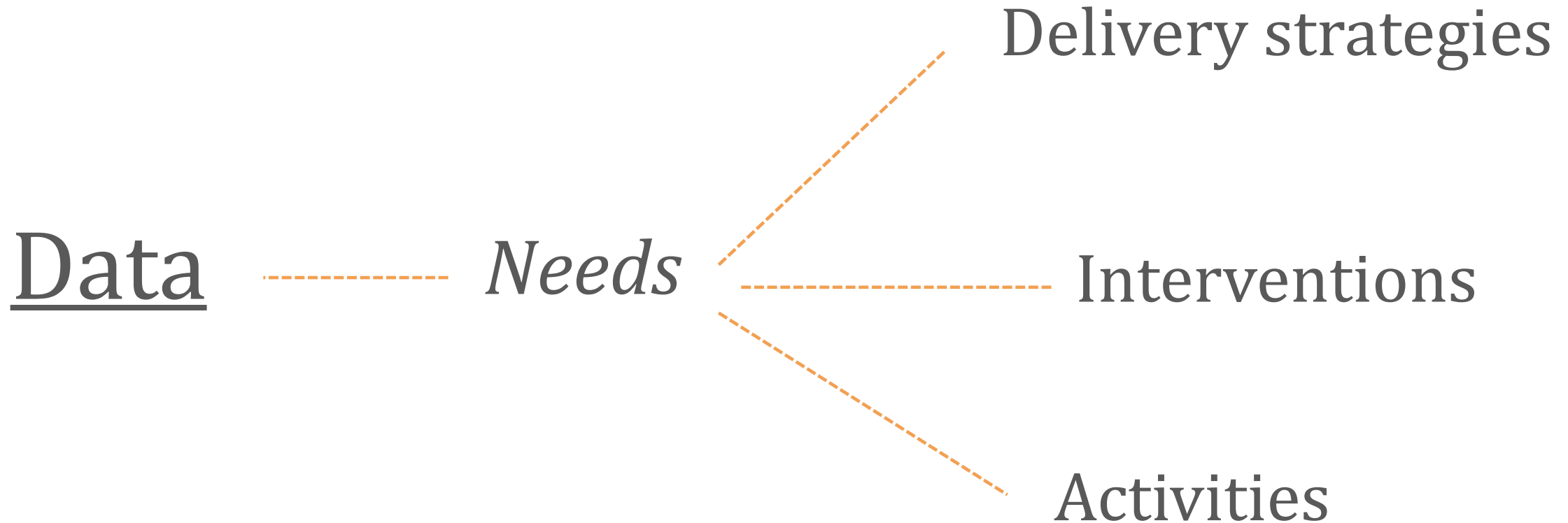→ AS YOU PREPARE TO
REOPEN AND RENEW
YOUR SCHOOL COMMUNITY

Steps to Social & Emotional Learning

Data ----- *Needs*

Delivery strategies

Interventions

Activities

The Process

Identify student need

Determine instructional strategies – explicit or embedded

Choose the type of activity

Decide on the delivery methods and approaches you'll use to engage students

???

Needs Statements

School-Level

There is a 50% rise in disciplinary referrals during the school day.
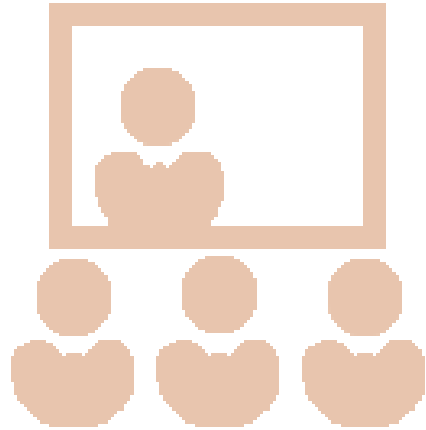
Student-Level

Individual behavior reports indicate that 40% of students received disciplinary referrals due to fighting.

Student Voice

Students report an interest in martial arts.

Instructional Strategies

Explicit

Embedded

Embedded or Explicit?

Once a week, the program offers a "Know Yourself" workshop. Activity leaders model self-regulation and teach students to name their feelings. Students discuss and role-play ways to manage their feelings and express themselves.

Embedded   Explicit

Embedded or Explicit?

The program includes a tae kwon do elective three days a week. During partner practice, leaders notice that some students become frustrated and give up when they struggle. The leaders guide students through a problem-solving process that incorporates self-regulation strategies to get them back on track.

Embedded   Explicit

Choose the Type of Activity

Self-Awareness

Self-Management

Responsible Decision Making

Social Awareness

Relationship Skills

Martial Arts and Mixed Sports

Students engage in the practice of tae kwon do and other sports to achieve fitness and develop positive conflict management skills.

- **Self-Awareness**
- **Self-Management**
- **Responsible Decision Making**
- **Social Awareness**
- **Relationship Skills**

Strategy Match

	Self-Awareness	Self-Management	Social Awareness	Relationship Management	Responsible Decision Making
Project-based learning	X	X	X	X	
Cooperative learning			X	X	
Youth-directed learning		X		X	
Discussion			X	X	
Self-reflection or self-assessment	X			X	

Steps to Social & Emotional Learning

Needs Statements

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School-Level

There was a 30% rise in drug and alcohol use among young people.

Student-Level

Ten percent of surveyed students indicated that had used drugs and alcohol directly after the death of a student.

Student Voice

Students are interested in sports, martial arts, yoga, art and journalism.

- There was a 30% rise in drug and alcohol use among young people.

- Ten percent of surveyed students indicated that had used drugs and alcohol directly after the death of a student.

Responsible Decision Making

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Example:

By the end of the program year, 80% of students who regularly attend the 21st CCLC program will improve their decision-making skills, as measured by student self-assessments and staff observation rubrics.

- **S**pecific
- **M**easurable
- **A**chievable
- **R**elevant
- **T**ime bound

Logistics

Time

Materials

Space

Budget

Design an Activity

- Select whether the activity should be explicit or embedded.

- Decide the lens through which you'll create the activity.

- Design the activity.

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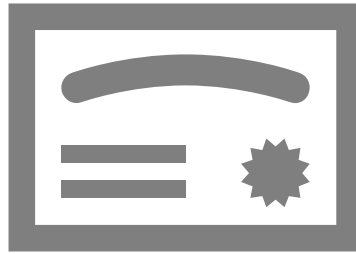
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- One for each virtual event
- An email within one week

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